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ABSTRACT

This document summarizes the findings of a survey of the vocational offerings in Montana secondary schools, using data compiled from the 1987-88 fall reports submitted by local school districts to the Montana Office of Public Instruction. Total vocational enrollment was listed as 41,746. (Students enrolled in more than one vocational class were counted for each class in which they were enrolled.) Service areas and enrollments were agriculture, 2,453; business, 19,625; career education, 269; marketing, 1,115; home economics, 7,211; industrial arts, 6,130; trades and industry, 4,913; and broadcasting, 30. Of the 19,625 students enrolled in business classes, 5,523 were in Typing I; 4,170 were in accounting; and 3,660 were in computer classes. Career education and broadcasting, although not generally considered vocational, were reported that way on the fall report and, consequently, in this document. The enrollment figure for industrial arts includes those courses definitely labeled industrial arts by the schools and those trade/technical classes identified as introductory. The rest of the trades and technical classes are shown as trades and industry enrollments. Twenty-four percent of Montana high school class periods were vocationally oriented classes. The enrollment figures reflect those students enrolled in vocationally oriented classes rather than only those enrolled in vocationally funded programs or only taught by vocationally certified teachers. (CML)

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SUMMARY OF VOCATIONAL/TECHNICAL PROGRAM OFFERINGS FOR SECONDARY SCHOOLS IN MONTANA 1987-88

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THE CENTER FOR VOCATIONAL EDUCATION, Research, Curriculum and Personnel Development
located at Northern Montana College, Havre, Montana 59501 ~ Box 7751 ~ (406) 265-3738

A.W. "Gus" Korb, Director

SUMMARY OF VOCATIONAL/TECHNICAL PROGRAM OFFERINGS FOR MONTANA SECONDARY SCHOOLS 1987-88

With the Center's role in research, curriculum and personnel development, an early effort was made to gather data relative to the current offerings in Vocational Education in the state. This study included the offerings at the secondary and post-secondary schools, private schools, tribal colleges and the Job Corps. The Center subsequently developed four brochures which reflect the offeriengs at the post-secondary level: Montana Public Postsecondary Vocational-Technical Education, Private Licensed Montana Vocational Schools, Montana Job Corps Centers and Tribal Colleges in Montana.

This paper summarizes the findings of a survey which was conducted relative to the vocational offerings in the secondary schools in Montana.

The data were compiled from the 1987-88 Fall Reports submitted to the Office of Public Instruction by local school districts and is summarized in Table I. It represents all students enrolled in vocationally-oriented classes. Consequently, some students were counted more than once if they were enrolled in more than one vocational class.

In Table II the total count of 42,942 representing all students in Montana high schools was used to estimate the total number of class periods in Montana high schools. Because most schools require students to take at least five classes per year to meet high school graduation requirements of 20 credits, this student count was multiplied by five (5) to find the total student periods for all schools in Montana. A student period is defined as the block of time a student is in a given class each day.

Table I

MONTANA SECONDARY SCHOOL ENROLLMENT SUMMARY
BY VOCATIONAL PROGRAM
1987-88

Vocational Service Area	Student Enrollment
Agriculture	2,453
Business	19,625
Career Education	269
Marketing	1,115
Home Economics	7,211
Industrial Arts	6,130
Trades and Industry	4,913
Broadcasting	30
TOTAL	41,746*

*Enrollments show duplicate counts where students enrolled in more than one service area.

Table II

MONTANA SECONDARY SCHOOL ENROLLMENT SUMMARY
BY VOCATIONAL AND NON-VOCATIONAL STUDENT CONTACT PERIODS
1987-88

Total students enrolled in all Montana high schools		Average number classes taken per student		Cumulative Total student contact periods	Vocational Education student contact periods	Non-vocational Education student contact periods
42,942	X	5	=	214,710	41,746*	172,964

* Equals 24 percent of cumulative school enrollments and represents duplicate counts where students enrolled in more than one class.

Using this approach it was found that a cumulative total of 214,710 potential student contact periods were completed by Montana high school students for the year. Part of this number, 41,746, were vocationally oriented student contact periods, and 172,964 were traditional subject periods normally taught in a comprehensive high school. Using these figures it can be concluded that 24 percent of all student periods were vocationally-oriented classes.

A further analysis of the data in Table I shows that the vocational service area in which the largest number of students were enrolled was Business with 19,625 enrollments, of which 5,523 were Typing I, 4,170 Accounting and 3,660 Computer classes.

Because school districts were free to select the name or title of offered classes, a wide range of course titles were found to exist even though the content of the courses was assumed to be similar. Therefore, it was virtually impossible to accurately total enrollment counts by putting each course title in the proper category using the Fall Report. Hence, the figures in Table I may not be accurately placed in the proper grouping; however, they are actual counts as submitted by individual schools.

Some categories appear in Table I which are not normally identified as Vocational Education service areas; i.e., Career Education and Broadcasting. However, they were both reported as vocational education in the Fall Report and were consequently left in for the purpose of this report.

Vocational service areas such as Industrial Arts and Trades and Industry were also difficult to accurately identify as one or the other. Therefore, the figure of 6,130 in Industrial Arts reflects those courses definitely labeled Industrial Arts by the school schedule or were those Trade/Technical classes identifed as introductory. The balance of the Trades and Technical programs are shown under the Trades and Industry grouping (4,913).

An effort was also made to determine the number of schools which schedule double periods for vocational programs. A total of twenty nine schools specifically reported two-hour periods; however, the Fall Report for some schools was written in such a manner that the length of a class period was not clearly shown.

In summary, the information generated relative to vocational program offerings in secondary schools was more readily available in gross figures as shown in Table I. However, more detailed data were not available on the Fall Report, therefore the figures shown in Table I reflect those students enrolled in vocationally-oriented classes and not only those enrolled in vocationally funded programs or necessarily taught by vocationally certified teachers.

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